

**ENGLISH TEACHER'S CHALLENGES OF ONLINE TEACHING  
DURING THE COVID -19 PANDEMIC**

**THESIS**

**In Partial Fulfillment of the Requirement for The Degree of Master of  
English Language Education**



**By  
Rahmat Hidayatullah  
201720560211029**

**DIRECTORATE OF POSTGRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG  
SEPTEMBER 2021**

ENGLISH TEACHER'S CHALLENGES OF ONLINE LEARNING DURING  
THE COVID-19 PANDEMIC

by

**RAHMAT HIDAYATULLAH**  
201720560211029

Has been accepted on  
Wednesday, 18<sup>th</sup> Agustus 2021

Advisor

  
**Dr. Estu Widodo, M.Hum**

Co-Advisor

  
**Dr. Sri Hartiningsih, M.M**

Director of the Directorate of  
Postgraduate Program

  
**MAMANG Khusnul Ja'am, Ph.D**

Head of Department

  
**Dr. Estu Widodo, M.Hum**

# THESIS

Written by:

**RAHMAT HIDAYATULLAH**  
**201720560211029**

Has been examined in front of the examiners  
on Wednesday, 18<sup>th</sup> Agustus 2021 and it has been  
decided that it has fulfilled the requirements to get  
Master Degree of English Language Education  
at the Postgraduate Programs of Universitas Muhammadiyah Malang

**The Examiners**

**Chief : Dr. Estu Widodo**

**Secretary : Dr. Sri Hartiningsih**

**1<sup>st</sup> Examiner : Ascc. Prof. Dr. Hartono**

**2<sup>nd</sup> Examiner : Ascc. Prof. Dr. Sudiran**

## LETTER OF STATEMENT

I, the undersigned:

Name : RAHMAT HIDAYATULLAH

NIM : 201720560211029

Department : Masters in English Education

Hereby, declare that:

1. The thesis entitled: **ENGLISH TEACHER'S CHALLENGES OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 2 October 2021

The Writer,



**RAHMAT HIDAYATULLAH**



Dipindai dengan CamScanner

## ENGLISH TEACHER'S CHALLENGES OF ONLINE LEARNING DURING THE COVID -19 PANDEMIC

Rahmat Hidayatullah

[rrahmathidayatullah@gmail.com](mailto:rrahmathidayatullah@gmail.com)

Dr. Estu Widodo (NIDN. 0020056801)

Dr. Sri Hartiningsih (NIDN. 0728036401)

Master of English Language Education, University of Muhammadiyah Malang

### ABSTRACT

COVID-19 spreads very quickly throughout the world including Indonesia, social distancing is one of the way to minimize its spread. As a result, the Indonesian government has stopped all face-to-face learning activities in an effort to stop the spread of this pandemic in schools and replace it with online learning. This research purposes to investigate the challenges of English teachers in online teaching during pandemic and to find out the teacher's solution toward challenges in online learning. This research used qualitative research design. The subjects of this research are 20 English teachers. The results show that there are challenges faced by teachers when conducting online learning. The challenges found were the low level of communication between teachers and students, the low level of student attendance and the lack of teacher ability in carrying out online learning due to lack of preparation and teaching experience in online learning. In addition, the solution applied by the teacher is to repeat the learning explanation, motivate students to always participate in online learning and improve the teaching ability of teachers in developing the quality of online learning.

**Keywords:** *COVID-19 Pandemic, Online Learning, Teachers Challenges,*

## ENGLISH TEACHER'S CHALLENGES OF ONLINE LEARNING DURING THE COVID -19 PANDEMIC

Rahmat Hidayatullah

[rrahmathidayatullah@gmail.com](mailto:rrahmathidayatullah@gmail.com)

Dr. Estu Widodo (NIDN. 0020056801)

Dr. Sri Hartiningsih (NIDN. 0728036401)

Master of English Language Education, University of Muhammadiyah Malang

### ABSTRAK

COVID-19 menyebar dengan sangat cepat ke seluruh dunia termasuk Indonesia, social distancing adalah salah satu cara untuk meminimalisir penyebarannya. Akibatnya, pemerintah Indonesia menghentikan semua kegiatan belajar tatap muka dalam upaya menghentikan penyebaran pandemi ini di sekolah dan menggantinya dengan pembelajaran online. Penelitian ini bertujuan untuk mengetahui tantangan guru bahasa Inggris dalam pengajaran online selama pandemi dan untuk mengetahui solusi guru terhadap tantangan dalam pembelajaran online. Penelitian ini menggunakan desain penelitian kualitatif. Subjek penelitian ini adalah 20 guru bahasa Inggris. Hasil penelitian menunjukkan bahwa ada tantangan yang dihadapi guru saat melakukan pembelajaran online. Tantangan yang ditemukan adalah rendahnya tingkat komunikasi antara guru dan siswa, rendahnya tingkat kehadiran siswa dan kurangnya kemampuan guru dalam melaksanakan pembelajaran online karena kurangnya persiapan dan pengalaman mengajar dalam pembelajaran online. Selain itu, solusi yang diterapkan guru adalah mengulang penjelasan pembelajaran, memotivasi siswa untuk selalu mengikuti pembelajaran online dan meningkatkan kemampuan mengajar guru dalam mengembangkan kualitas pembelajaran online.

Kata kunci: Pandemi COVID-19, Pembelajaran Online, Tantangan Guru,

## MOTTO AND DEDICATION

*“Khoirun naasi ahsanuhum khuluqon wa anfa'ahum linnaas”*

(Sebaik-baik manusia adalah yang terbaik budi pekertinya dan yang paling bermanfaat bagi manusia lainnya)

### DEDICATION

This thesis is dedicated to:

My father and mother

My wife and beloved son

And also to people in my life who make me  
smile, support me, and bring me joy during these rough years



## TABLE OF CONTENTS

<b>APPROVAL SHEET.....</b>	<b>ii</b>
<b>LEGALIZATION.....</b>	<b>iii</b>
<b>LETTER OF STATEMENT.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>ABSTRAK.....</b>	<b>vi</b>
<b>MOTTO AND DEDICATION.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>INTRODUCTIONS.....</b>	<b>1</b>
LITERATURE REVIEW .....	5
Teacher.....	5
Teacher Challenges .....	6
Online Learning.....	8
Forms of Online Learning.....	9
Characteristics of Online Learning.....	9
Previous Study.....	9
<b>RESEARCH METHODOLOGY.....</b>	<b>12</b>
Research Design.....	12
Research Setting and Subjects.....	12
Techniques and Instruments of Data Collection.....	13
Questionnaire.....	15
Interview.....	17
Focus Group Discussion.....	18
Procedure of Data Collection .....	18
Data Analysis.....	20
<b>FINDINGS AND DISCUSSION.....</b>	<b>21</b>
Teachers challenges of online learning during Covid-19 pandemic.....	21
Teachers' solutions toward challenges in online learning.....	23
Discussion .....	24
<b>CONCLUSION AND SUGGESTIONS.....</b>	<b>28</b>
Conclusion.....	28
Suggestions.....	28
<b>REFERENCES.....</b>	<b>29</b>
<b>APPENDICES.....</b>	<b>32</b>



## INTRODUCTION

People around the world is experiencing a new variant virus namely Corona virus disease (COVID-19), declared a pandemic outbreak in March 2020 in Indonesia. The spread of this pandemic is spreading so fast that around 185 countries in the world have been infected with COVID-19 Darmalaksana et al. (2020), The pandemic not only endangered humans health, but also show big impact on economy and education systems (Djalante et al., 2020). In order to avoid rapid spread of Covid-19, many schools in the world have been forced to close. UNESCO noted that there are 1.5 billion children from 188 countries in the world who cannot go to school due to this pandemic, and 60 million of them are in Indonesia (UNESCO, 2020).

In order to solve the spread of pandemic, the minister of education and culture of Indonesia has declared that all teaching and learning activities are closed and replaced with online learning as of March 17, 2020 (Kemendikbud, 2020). The Indonesian government has closed various levels of education ranging from kindergarten, elementary, junior high, high school to university for an undetermined time limit.

Online learning is a learning system using an internet network that can connect teachers and students in online teaching and learning activities. Online learning is made to overcome learning obstacles between educators and students in terms of place, time and learning conditions that cannot be done by face-to-face (Dermawan, 2014). Online learning applied to reach the presence of students who have to study from home (Magdalena et al., 2020). By online learning, the teacher gets many advantages such as saving transportation costs, saving travel time and saving material printing costs. And also teachers can be more flexible when they cannot teach in class (Ahidin, 2020).

On the other hand there are some challenges for teachers in implementing teaching online. This online learning is implemented because there is pressure from the government instead of learning in class due to the pandemic (Jetissa & Hasan, 2021). Teaching and learning activities in Indonesia are not like before the

pandemic. However, various challenges must be faced for the sake of education in this country (Martoredjo, 2020).

There are several researchers who have researched the challenges of teachers regarding online learning during the pandemic. Atmojo & Nugroho (2020) analyze applications used by teachers in online learning and the challenges faced when learning online. The researcher invited 16 participants in data collection, of which 16 were high school EFL teachers. The 16 teachers consisted of 12 girls and 4 boys from 19 different cities and 16 different high schools. The challenge faced by most teachers is the lack of experience and teacher training in online-based teaching. And Khatoony & Nezhadmehr (2020) investigate challenges faced by English teachers in the implementation of online teaching during the pandemic, especially in Iran. The results showed that there were many challenges such as the lack of materials that matched students' abilities, lack of student attention and student motivation for online learning.

Some researches that examined above become very valuable data and will provide understanding for teachers to deal with better online classes. Thus, the purpose of this research is to find out what are the challenges of English teachers in online learning during the pandemic and to find out what solutions are being taken to overcome these challenges.

Based on the research background above, the research questions of this research are follows:

1. What are the challenges of English teachers in online learning during Covid-19 pandemic?
2. How do English teachers solve the challenges they faced during Covid-19 pandemic?

Based on the research questions that have been stated above, the research objectives of this study are as follows:

1. To investigate the challenges of English teachers in online learning during Covid-19 pandemic.

2. To find out the teacher's solution toward challenges in online learning.

The result of the study is expected to be used theoretically and practically:

#### Theoretically

This research is expected to increase knowledge about online learning for readers, and can be used as a reference for English teachers. Finally, they are even more successful in implementing online learning.

#### Practically

The results of the findings of this study are expected to provide new benefits and insights for teachers in online learning. With the results of this study the teacher can understand and know the challenges faced by teachers when conducting online learning. As a result, this research can be considered for future researchers to find effective ways to overcome these problems.

Through this research, the researcher aims to investigate the challenges faced by English teachers when teaching using online learning. The subjects of this study were English teachers in several schools from various cities in East Java.

It is necessary to have an in-depth understanding of some of the terms used in this study to avoid misunderstanding and confusion. The definitions of these terms are as follows:

1. COVID-19 is a new disease that has become pandemic. This disease must be watched out for because it is contagious which is relatively rapid, has a very high level of danger, and there is no definitive therapy (Susilo et al., 2020). In this research, COVID-19 refers to a virus that transmits very quickly and one of the best ways to reduce the rate of transmission is by social distancing.
2. Online learning is a learning system using an internet network that can connect teachers and students in online teaching and learning activities. It is an option for teachers and students who have to study from home using

the internet network (Anderson, 2007). In this research, online learning refers to a teaching and learning process in which without using a classroom, the interactions between teachers and students use the internet network.

3. Challenge is anything or activity that has a purpose or character that inspires ability (Reflianto & Syamsuar, 2018). In this research, challenge refers to something new that must be faced by English teacher and found a solution.

## **REVIEW OF RELATED LITEARTURE**

### **Teachers**

The broad definition of a teacher is someone who provides insight and knowledge to someone. In general, the teacher is also concluded as someone who gives knowledge to students in certain places such as schools, mosques, and places of learning. In Indonesia, teachers have a very high honor in the eyes of the community, because teachers play an important role in shaping the quality of the next generation of the nation.

There are two types of education models in Indonesia, namely formal and non-formal education. Non-formal education is education that is fully managed by a person or private without any official time and place restrictions. Usually non-formal education functions as additional education for students. Formal education is education which as a whole is regulated in such a way by the state, both in terms of teachers, curriculum, place and discipline applied.

Teacher is one of the most important components in the education. The teacher is the captain who runs the educational ship in the world of education in Indonesia. No matter how good the educational facilities provided by the government, it will not be able to create a quality education without a teacher. Because the teacher is the controller of how teaching and learning activities will be carried out. The experience and abilities of teachers differ from one another and the challenges faced by teachers are also different. Therefore, there is a need for supervision and development that is carried out in order to form a better education in the future.

### **Teacher's Challenge of Online Learning.**

The challenges faced by teachers in online learning are different from the challenges faced by previous teachers due to the different conditions of students. Nowadays students are more accustomed to interacting using digital and their lives are more in the digital world. In this digital era, teachers who have high creativity and innovation are needed. Teachers are required to always go hand in hand with technological developments.

According to Atmojo & Nugroho (2020) stated there are three challenges that teachers often face when doing online learning. The first is the low experience and ability of teachers in teaching using online learning models during the pandemic. This is due to the lack of teacher preparation in implementing online learning that is used when teaching during the pandemic. The second challenge is the problem of communication and interaction between teachers and students. there are several factors including limited time and place so that teachers are less flexible in explaining subject matter, lack of focus and motivation of students in participating in online learning, many students are passive in the learning process and find it difficult to motivate them to be active in online learning. The third challenge is student participation in online learning. The causative factors include an unstable internet network, no internet quota, no smartphone and difficulties in operating applications and platforms used during online classes.

### **Teacher's Solution of Online Learning.**

There are five solutions that must be implemented by teachers in achieving effective online learning. First, be reflective, open, creative, and adaptive to dynamic changes. Second, explore technology to improve foreign language learning. Third, identify and recognize applications and use them based on purpose. Fourth, organize learning activities, maintain student engagement, and evaluate student learning. Fifth, develop competence in technology integration in language teaching.

## **Online Learning**

According to Belawati (2020) that online learning or the distance learning system is a system that has existed since the middle 18th century. Since the beginning, distance learning has always used technology for the implementation of learning, ranging from the simplest technology to the latest. In short, the history of the development of distance learning can be grouped according to the dominant technology it uses.

According to Belawati (2020), there are five models in classifying online learning. He said that the first model is correspondence, the second is multimedia, the third is Tele-learning, the fourth is flexible-learning and the last model is smarter flexible-learning. Online learning was born from the fourth generation after the Internet. So, online learning is learning that is done through the internet network. Therefore, in Indonesian online learning is translated as network learning (Dalam Jaringan) or online learning.

Many definitions of online learning, depending on which angle one looks at it, some of them are as follows: Riyana (2020) says that Online learning is a teaching and learning process using the internet network as a form of support in the implementation of the distance learning process.. Chandrawati, (2010) stated that Online learning is a distance learning process that is supported by technological developments. Sunarsi et al., (2020) said that online learning is a learning process that is applied as a means in the teaching and learning process that is carried out remotely, without having to meet face to face.

## **Forms of Online Learning**

According to Firmansyah & Saidah (2016) that there are three types of online learning models in an effort to develop learning using the internet network, namely:

### **Web Course**

Web Course is an online learning model in which all teaching and learning activities are carried out through the internet network both from teacher

explanations, material delivery, student assignments, student assessments and consultations and discussions.

### **Web-Centered Course**

Web-Centric Course is an online learning model in which the application of material and explanations uses the internet network, while assignments, discussions and exams are carried out face-to-face.

### **Web-Enhanced Course**

The Web-Enhanced Course is an online learning model in which the core activities of the learning process are carried out face-to-face while the source of learning materials, discussions and sharing between teachers and students is carried out online by utilizing the internet network.

### **Characteristics of Online Learning**

Online learning has unique characteristics as an interconnected network. So that makes it able to repair, save or also retrieve quickly, as well as share teaching materials, information quickly (Iskandar et al., 2020). Riyana (2020) said that there are 4 characteristics of online learning, including:

1. Using independently made teaching materials that are stored online, so that these teaching materials can be accessed by students via the internet without any limitations of place and time.
2. Technological developments in accessing schedules, curricula, learning activities and all matters relating to learning administration.
3. Using internet network services according to technological developments.
4. Take advantage of technological developments in carrying out teaching and learning activities

### **The Role of Teachers in the Online Learning**

According to Latif, (2020) he stated that there are 7 roles of teachers in dealing with education in the digital era. Firstly, the teacher acts as a learning resource. In this case the teacher is required to be able to give the subject matter

well. Especially when determining what subject matter is appropriate and appropriate for students and how to convey it to students. Secondly, the teacher acts as a facilitator. In this role the teacher is required to provide the best service to students, such as how the teacher provides subject matter to students so that students can easily accept the subject matter.

Next role is the teacher acts as a manager. In this role the teacher is responsible for creating interesting, communicative and conducive learning so that teaching and learning activities run comfortably. The next is the teacher acts as a demonstrator. In this role, teachers are required to be good role models for their students. In this case the teacher is encouraged to demonstrate good things for students so that students imitate everything the teacher shows.

The fifth is teacher acts as a guide. In this role, teachers are required to always monitor and pay attention to the condition of students. Support all the good things that students do and provide guidance on things that are not right that students do. The sixth is teacher acts as a motivator. In this role, the teacher is always required to provide enthusiasm and motivation to students, so that students always have high enthusiasm for learning. And the last role is the teacher acts as an evaluator. In this role, teachers are required to always evaluate all things that happen when carrying out the learning process, especially evaluation of student work.

### **Teacher Preparation in Online Learning**

Online learning requires careful preparation designed by the teacher before carrying out learning so that learning can run effectively and in accordance with student achievement targets. According to Jamilah (2020) there are several preparations that teachers must really pay attention to when teaching online learning.

1. Using an online learning platform that is appropriate and in accordance with the conditions and abilities of students.
2. Providing assignments that are in accordance with student achievement targets.



3. Determining a learning implementation plan with learning outcomes that can be done with online learning.
4. Determining the appropriate method with learning outcomes.
5. Pay attention to the time according to the level of students' affective and cognitive abilities.
6. Provide reward points for student assessment so that students are motivated in participating in online learning.
7. Communicate with parents of students to find out the obstacles faced by student.
8. Create interesting and creative exercise assignments to stimulate students' brains in learning.

### **Previous Research**

There are several studies conducted by several researchers which are related to this research. The first research was conducted by (Atmojo & Nugroho, 2020). They analyzed how does English teachers faces online learning and what challenges does they face while implementing online learning during the pandemic. The research focuses on what applications are used by teachers when doing online learning, how teachers apply online learning and what challenges are found by teachers during teaching and learning activities using online learning systems. Researchers are interested in conducting this research because the online classroom situation is currently being implemented suddenly due to the COVID-19 pandemic, and of course there has been no maximum preparation for all teachers. As well as students and parents who are not familiar with this kind of learning model.

The researcher invited 16 participants in data collection, of which 16 were high school EFL teachers. The results of the research obtained are that most of the teachers use the application media Whatsapp, Schoology, zoom, and Google Classroom. WhatsApp application is the most commonly used because previous students are familiar with this application. The challenges faced by most teachers are the limited experience of teachers and the lack of online learning training, because previously the government only implemented direct learning in the

classroom. While the challenge for students and parents is the lack of facilities in implementing online learning, several factors such as smartphone availability, stable network, and internet quota.

Training on planning and preparation for online learning should be given to teachers in an effort to improve online learning better, because preparation and planning for learning in the online system is very different from face-to-face learning. Training on online learning will be very meaningful for teachers in increasing their insight and experience about online learning. So, that they have no difficulty in implementing online learning. Students should also be introduced to this online learning method in order to eliminate their awkwardness with online learning itself. Parents of students also need to be given sufficient insight about online learning so that they understand what online learning really is and understand the benefits and uses.

The second research was conducted by (Khatoony & Nezhadmehr, 2020). They investigate challenges faced by English teachers in Iran when implementing online learning during the pandemic. There are two focuses of researchers in this study: are does online classes help during a pandemic and what are the most challenges of online classes during pandemic. Participants that invited by researcher in this research are 30 English teachers teaching in several schools in Iran. Exploratory mixed methods have been used in this study and in the process of collecting data about the challenges faced by teachers in conducting online learning, researchers used questionnaires and interviews. The researchers prepared the TIQ questionnaire in Google Form platform to gather the data and used the WhatsApp application when interviewing participants, where the interviews were conducted for 10-15 minutes. Researcher writes WhatsApp voice messages and writes it before being researched by researchers.

The results showed that there were many challenges such as the lack of materials that matched students' abilities, lack of student attention and student motivation for online learning. On the other hand, teachers responded positively about online classes. Teachers think that online classes are better for now than no learning at all during a pandemic. With this online class, teachers are required to

better master the method and look for appropriate teaching strategies that can be used in online class.

The third research was conducted by (Rahayu & Wirza, 2020). That analyzed the perception of EFL teachers about online learning during the pandemic. Researchers divide these perceptions into three parts. The first perception is usability, the second perception is ease of use and the third perception is attitude towards online learning. The researcher used a qualitative descriptive research method with questionnaires and interviews as a tool to collect information and perceptions from each teacher. The sources of information from this research are 102 English teachers who are teaching in junior high schools in 51 schools in the city of Bandung. Information mining was carried out for a week with questionnaires and 5 of the total teachers were asked to conduct interviews to obtain more detailed and in-depth information.

The results of the analysis show that some teachers give a positive perception of online learning during pandemic, and more than half of them give a less favorable perception of online learning. According to them it is less effective because of the low quality of interaction and communication between teachers and students. Lack of technology infrastructure, lack of internet quota, less motivated students, and less parents support are factors of the ineffectiveness of online learning.

Based on some of the previous researches above, this research was triggered to investigate more information related to the challenges faced by teachers and the solutions implemented to overcome the challenges faced when teaching using online learning during the pandemic in the several cities in East Java.

## **RESEARCH METHOD**

### **Research Design**

According to Creswell (2007), research design is an overview of research plans and procedures in data collection and data analysis, with the aim of obtaining precise and detailed data according to research needs..

This research conducted by qualitative research design. Based on Creswell (2007), Qualitative Research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The social problem is English teacher's challenges of online teaching during the pandemic.

### **Research Subjects**

The subjects of this research are 20 English teachers. They teach in junior high schools in several cities in East Java, including: Malang, Pasuruan, Madura, Lumajang, Jember and Probolinggo. The location is close to the researcher's domicile so as to facilitate access for researchers to examine more deeply the research problem so that researchers can get maximum research results. All teachers owned a college degree to teach English as a foreign language and their teaching experience varies from 1 to 12 years of teaching.

### **Technique and Instruments of Data Collection**

This research applied two main techniques of data collection, namely, questionnaires and interviews.

### **Questionnaire**

Questionnaire is a technique in data collection in which in the process the researcher makes several questions related to the research problem and distributes it to research subjects that have been determined previously. It aims to obtain information or data needed in research (Sugiyono, 2012), actually the data about the challenges faced by English teachers when conducting online learning.

According to Putut (2021), there are two types of questionnaire in the study. The first is an open-ended questionnaire which is a questionnaire whose

answers are in the form of a description in an empty column, containing questions asking for opinions from respondents so that respondents can explain the answers at length according to their wishes. While the second is a close-ended questionnaire, the answers given by respondents are limited according to the available answer choices.

The researcher used open-ended questionnaire. Google forms are used by researchers to simplify and speed up the process when conducting questionnaire activities to all subjects. Google form is the fastest way to conduct online surveys, because answers will be collected automatically in online work.

### **Interview**

Interview is an activity carried out by the interviewer by asking several questions to the interviewee with the aim of obtaining data and information. Interviews can be conducted in person, either face-to-face or by telephone. There are 4 types of interviews in terms of implementation, the first is a one-on-one interview, the second is a group interview, the third is a telephone interview and the fourth is an email interview (Creswell, 2007).

Based on the types above, one-on-one interview used by the researcher in conducted this research. One-on-one interviews are interviews conducted by the interviewer with a person in order to obtain information about the experience and knowledge of events experienced or known by the person so that the interviewer can obtain detailed information directly ((Ryan et al., 2009).

### **Data Collection**

Several procedures were carried out to collect data related to the research question. This study aims to determine the challenges of English teachers in online learning during the pandemic. The focus is determined to find out the challenges of online learning teachers and the challenges of online learning assessment teachers.

To collect the data of questionnaire, the researcher spreads the questionnaires link directly via WhatsApp messages to 20 English teachers, it

consisted 8 questions in the form of short answers based on their experience of online learning, using Google Form. The questions were arranged based on the literature relevant to the purpose of the research.

For interview, some of teachers requested to conduct short interviews in order to find deeper data in an effort to meet the needs and completeness of research data, it is a semi structured interview with an average duration of 20 minutes so that researchers could get deeper information. Furthermore, the researcher recorded all the activities during interview. All results from interviews were recorded using audio records so that researchers could analyze after the interview process. Previously, the researcher had asked the subject for permission regarding the recording of the interview results

### **Data Analysis**

The researcher used technique of data analysis based on Miles and Huberman cited by (Sugiyono, 2012) In qualitative research there are 3 methods in stages, the first stage is the data reduction, the second stage is the data display and the last stage is the drawing conclusion.

### **Data Reduction**

The first step the researcher did in this study was data reduction is the process of summarizing data by choosing only important things that have a relationship with the research problem, so that the data summarized is not too broad and focuses on one problem. Data that are not very related are removed at this stage. The researcher collected all the answers from the questionnaire in the Google form and summarized all the answers from the interviews. Then selected data related to the research objectives to be more focused and delete some data that is less needed.

### **Data Display**

The second step after being reduced is to display or present the data in order to have clearer visibility. Through this stage of data presentation, data is organized and structured so that it is easier to understand. At this stage the

researcher organizes the data that has been summarized in form of descriptive, so that the data is more structured and easy to understand.

### **Drawing Conclusion**

The last step in qualitative data analysis according to Miles and Huberman quoted by (Sugiyono, 2012) is drawing conclusions and verification. The conclusions made earlier are temporary conclusions, because these conclusions may change if there is no strong evidence. Because in qualitative research, the conclusions made may be in accordance with actual events and may not be in accordance with actual events. Therefore, field research is needed in developing these conclusions

In this study the data that has been processed with the steps as above, then critical conclusions are drawn using an inductive method that departs from things that are specific to reach objective general conclusions. The conclusions are verified so that the conclusions made are more precise and in accordance with the reduced data.

### **FINDINGS AND DISCUSSION**

In this section the researcher presents findings that are in accordance with statement of the problems; 1) Teachers' challenges of online learning during Covid-19 pandemic, 2) Teachers' solutions toward challenges in online learning. To answer the statement of the problems, 20 teachers were asked to answer a questionnaire distributed via WhatsApp in the form of a Google form and 4 teachers invited to conduct interview.

For each statement of problems, the most appropriate data from the participants' answers taken. The data from the questionnaires are labeled 'Q' while the interviews are labeled 'I'.

#### **Teachers challenges of online learning during Covid-19 pandemic**

From the data that has been collected, many teacher challenges are found during online learning. The first challenge they faced by teachers when conducting online learning is lack of communication between teacher and students

due to the lack of focus and concentration of students. The teacher needed more time to explain the learning material because lack of focus of student.

Communication with students takes more time, students find it more difficult to understand written language, so the teacher takes longer to explain the learning material presented during the teaching and learning process. This is due to the lack of focus and concentration of students when participating in online learning. (S1,Q)

In addition, another teacher said:

Unable to provide clear and clear explanations such as during face-to-face classes due to poor communication between teachers and students, many students are not familiar with online learning platforms in class. (S6, Q)

Moreover, other teacher mentioned that:

As a teacher, I find it difficult to explain and convey material to students. Students feel unfamiliar with the online learning model, thus making them pay less attention to the teacher's explanation. (S3,Q)

In line with the statement above:

Decreased student learning activities.(S10,Q)

The second challenge is student attendance in online learning, parents economic also the cause of challenges for teachers in online learning. Many students do not have a smartphone because they come from a family with a lower-middle economy, they can't even use a smartphone. In addition, they do not participate in online learning.

The lack of students' ability to operate online learning because they rarely use smartphones, even some of them do not have smartphones, this is due to low family economic factors. So that online learning carried out by teachers is less effective. (S8,Q)

Some teachers said:

Many of my students are not used to operating online learning in the classroom. (S7,Q)

Not enough student credit and no WiFi. (S9,Q)

Many students do not take online learning, because they do not have internet quota. (S14,Q)

Another teacher said that the challenges faced during online learning were the lack of student participation in online learning. He said that students did not have enough motivation and enthusiasm in participating in online learning and preferred to play games.



Lack of student participation during online learning, they tend to prefer playing games so that learning does not run optimally. Their interest and motivation to learn is very different from direct learning in class. (S2,Q)

In line with the statement above:

Many students do not submit assignments because they are constrained by the internet network, do not have smartphones, are lazy, and lack support and motivation from their parents. (S4,Q)

Moreover, other teacher mentioned that:

Learning is not optimal because there are many obstacles such as an unstable network and the number of students who are not serious when participating in online learning. (S13,Q)

The next challenge faced by teachers is an unstable internet network. This problem is often faced by teachers, especially for those who teach in schools that are far from the city.

I teach at a school far from the city, here the internet network is not stable and many of my students do not have smartphones. So to do online learning is very difficult. There are only a few students who can participate in online learning when the network is good. When there is a network disruption, online learning is abolished, the teacher only sends learning materials via Whatsapp and asks students to learn it. (S11,Q)

In line with the statement above, another teacher said:

Submission of material that is less than optimal due to frequent network disturbances. (S5, Q)

Other teacher also added by this statement:

Online learning is not optimal because the network is not stable, there are even some students who do not take online learning because they do not have internet quota. (S15, Q)

Another challenge is the lack of teacher ability in implementing online learning. The teacher did not prepare this learning method which was suddenly applied during this covid-19.

I am one of the few teachers at my school who are less proficient in implementing online learning. This learning model requires me to learn more about how to teach by online learning optimally. Previously, I rarely applied this learning and I often used the old method in teaching and learning activities in the classroom when I tough face to face learning. (S3,I)

In line with the statement above, another teacher said:

The ability of teachers to apply online learning is very low, such as in preparing learning tools, preparing learning materials and students get bored easily when taking online classes. (S20,Q)

The next challenge is in answering students' questions and objections. Often the teacher answers briefly and not clearly because of time constraints.

I find it difficult to provide feedback and answer individual questions due to time constraints. I often answer and explain children's questions briefly and not clearly because I have to answer several questions asked by some students. (S4,I)

The next teacher's challenge is assessing students. Based on the data collection there are several factors in this challenge, including the teacher being unable to accurately assess the student's ability because the interaction is not direct, many students are late in submitting assignments and many students have the same answers with each other. One of teachers said:

The teacher's challenge in assessing students is that the teacher has difficulty making questions because they do not know directly the abilities that students get in learning. Especially in attitude assessment, teachers cannot make direct observations because they cannot meet face-to-face and lack of teacher monitoring of students. (S2, I)

In addition, the teacher difficult to determine the right assessment instrument for students. Teacher said:

The level of mastery of the material is not the same for each student. So that the designed instrument is not right on target. Because the ability of students from one another is different, their absorption is different about the explanations made by the teacher. (S1, I)

### **Teachers' solutions toward challenges in online learning**

The second research question relates to teachers' solutions toward the challenges they faced in online learning. Based on the data that has been collected, it was found that many efforts were made by teachers to overcome the challenges faced when learning online.

The first one like the teacher said is repeated-explanation about the material, the teacher re-explains the current meeting material at the beginning of the next meeting.

Give a thorough explanation at the first meeting and provide a video tutorial, trying to remind you at each meeting at the beginning of the meeting. So that students can absorb and understand the lesson to the maximum of what has been taught. The explanation in question is a brief and clear explanation. (S1,Q)

In addition, another teacher said:

Teachers must often repeat explanations, both about announcements from agencies and teaching materials that have been taught. (S4,Q)

The second solution taken by the teacher is to make interesting media and convey it via zoom. Then the students can be monitored more overall both in terms of student participation and student activity during learning. One of the teachers said:

Deliver material with a zoom meeting by displaying an attractive media. So that students do not get bored when doing online learning. Attractive picture media can motivate students in learning and students can focus more on lessons. (S5,Q)

Another teacher also said:

Using interesting applications that suitable with the students testes, so that students have a sense of fun and feel at home throughout online learning. It can also create effective online learning. (S9,Q)

The next solution is to intensively motivate students and parents about the importance of online learning. As some of the following teachers have said:

The teacher motivates students that each meeting has its own value. And affect the value of semester report cards. The teacher contacts the parents of students whose students are not active to ask for help in supervising children's learning at home.(S2,Q)

In line with the statement, another teacher added:

Motivate students to always follow online learning. Teachers interact via whatsapp messenger or contact directly via telephone.(S3,Q)

There is a teacher who states that he always uses Whatsapp groups when teaching online, that's because many of the students are familiar with the Whatsapp application and it's easy to use without having to re-install like zoom. The statement as follows:

WhatsApp groups are the most used applications. In addition to being easy to use, WhatsApp groups can also be used in places where signal is

constrained. WhatsApp groups can be used for discussion at any time without any time limit. However, the delivery of material can only be in the form of videos, ppt, and other documents without meeting face to face. (S3,I)

The next teacher's solution is that some teachers try to always actively share with other teachers about online learning, this is done to create more effective and interesting online classes. One of the teachers said:

I often confide in teacher friends in increasing their insight about online learning. because there are many incidents that the teacher did not find before, especially regarding student teaching and learning. we often share about teaching models that are suitable for junior high school students starting from learning materials, assignments and how to turn on the classroom atmosphere when learning (S4,I)

Another solution is to make a summary of the material and distribute it to each student. According to one of teachers he always summarizes the material that has been taught and distributes it to each student like this quote:

I usually summarize the learning materials that I will teach as best as I can, I do it after the online learning activities are completed. I distributed it to all students personally in the evening. There are still many students who do not understand the subject matter that has been taught. Explaining lessons when learning online is not as easy as explaining lessons in class. I do this to improve students' understanding of the learning material (S6,Q)

The last solution is to present variations in the learning process. This is considered to increase the attractiveness of students in online learning so that students are always active and not bored when learning. As the teacher said:

Teachers should use variations in the learning process by using zoom or Google meet by asking students to turn on the camera so they can clearly know what students are doing in the learning process so that teachers can judge more freely than just giving assignments.(S1,I)

Another teacher also said:

Make the class atmosphere more interesting such as adding jokes and inviting more discussions about lessons such as questions and answers and giving conclusions. (S20,Q)

In summary, there are many challenges faced by English teachers when implementing online learning in teaching and learning activities, this is based on the absence of maximum teacher preparation in implementing this online learning which was carried out during the covid-19 pandemic. but slowly teachers are

starting to find some solutions that they think are appropriate to overcome these challenges, and they have started to apply them in their online learning.

## **DISCUSSION**

In this section, the results of the research will be discussed. The discussion includes 1) Teachers' challenges of online learning during the Covid-19 pandemic, 2) Teachers' solutions toward challenges in online learning. The detailed discussion is presented as follows:

Referring to the first research problem, the findings show that teachers find challenges when implementing online learning. The first challenge is that the teacher has difficulty communicating with students because students are less focused and do not pay attention to the teacher's explanation. This problem has something in common with the problem presented Khatoony et al., (2020) in his research, he stated that students' lack of attention and motivation towards online learning. This problem is the problem most often faced by teachers in online learning during the Covid-19 pandemic.

The next challenge that is often faced by teachers when teaching online learning is student attendance. Many factors cause students not to be able to take part in online learning held by schools including not having a smartphone, internet network problems, running out of quota and lack of parental supervision of student learning activities. Lestyanawati et al., (2020) also found this kind of challenge in his research. He stated that the lack of adequate facilities was one of the factors for the failure of online learning. According to him, many students cannot take online learning as a result of not having a smartphone, not having an internet quota and the instability of the internet network. Finally, students learn independently at home.

The next challenge for teachers in online learning based on research findings is the lack of teacher ability to apply online learning effectively. There was no teacher training and experience before the government made online learning mandatory. In fact, besides teaching lessons with online learning, teachers also learn how to teach using online learning correctly. This is in line with Atmojo et al., (2020) who found that many of the teachers admitted that they

had not been able to fully implement online learning due to lack of preparation and experience in carrying out online learning. Online learning is not planned and occurs suddenly to overcome the spread of the Covid-19 pandemic.

There are several factors in this challenge, including the teacher being unable to accurately assess the student's ability because the interaction is not direct, many students are late in submitting assignments and many students have the same answers with each other. On the other hand, the teacher also has difficulty in choosing an exercise model that is suitable for the students' abilities.

Regarding the second research problem related to teachers' solutions toward challenges in online learning. The results showed that during online learning the teacher looked for solutions independently to the challenges faced when learning online. There are different challenges faced by teachers, it depending on the region and the individual students of each teacher.

The results showed that the first solution applied by the teacher was repeated-explanation about the material. This is done so that students really understand about the learning material. On the other hand, the teacher also creates an interesting online learning environment both in terms of attractive media appearances and fun learning models so that students are motivated and feel comfortable when participating in online learning. The students also easily understand the lessons being taught.

The solution that the teacher did next was to intensively motivate students and parents about the importance of online learning. Teachers pay more attention to students who rarely participate in online learning such as looking for causes of student non-participation in online learning. Teachers also often communicate with parents about the importance of online learning so that there is support from parents in creating maximum online learning. Based on the results of the study, WhatsApp groups are also a solution to minimize student absenteeism because students can participate in online learning without any limited time.

The last solution is about student assessment. Based on research findings, some teachers use Zoom or Google meet by telling students to turn on the camera so they can clearly see what students are doing in the online learning process. As a result, teachers can freely assess student activity in online learning.

Finally, the research findings have answered the research problem. Regarding the first research question, it shows that although there are many challenges faced by teachers when implementing online learning, teachers are still able to carry out these teaching and learning activities. In addition, the findings of the second research question have also confirmed that there are solutions designed by teachers with the aim of overcoming the challenges and problems faced when implementing online learning.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

This research explores the challenges in implementing online learning during the Covid-19 pandemic and solutions made to overcome some of the challenges from teachers' perspective. The results show that teachers have implemented online learning to replace face-to-face learning. All of this is done as an effort to keep students' teaching and learning going amidst the COVID-19 pandemic. There are many challenges faced by teachers when doing online learning.

Research findings reveal that teachers find different challenges in implementing online learning. The most common challenge is the lack of communication and interaction between teachers and students. The next challenge is the lack of attendance and participation of students. The last challenge found was the lack of ability of teachers to implement online learning because of the lack of preparation and teaching experience in online learning. Need support from the government in improving the teaching skills of teachers in online learning. But with the passage of time, teachers began to find solutions to overcome these challenges.

Repeating explanations is often done by teachers as the solution to overcome the lack of understanding of students. The solution that the teacher did next was to intensively motivate students and parents about the importance of online learning so that students are motivated to take online classes. Developing teaching skills is also often done by teachers to improve the quality of teaching.

## **Suggestion**

The researcher makes the following suggestions for English teachers, government and future researchers.

1. English teacher

Teachers must always be active in developing online learning methods in order to create optimal online learning. Teachers must also be sensitive to the challenges encountered when conducting online learning and find the best solutions to overcome these challenges.

2. Government

Governments should collaborate with teachers and students and parents in improving the quality of online learning. Because good online learning is not enough to be done by one party alone, support and cooperation are needed.

3. Further Research.

This research is only limited to exploring the challenges teachers face when implementing online learning and the right solutions to overcome these challenges from the teacher's own perception. So that further researchers are expected to be more detailed and in-depth to explore the challenges of teachers' challenges and solutions to challenges from various aspects.



## REFERENCES

- Ahidin, U. (2020). *Covid 19 dan Work From Home*. Banten: Desanta Muliavisitama.
- Anderson, T. (2007). *Theory and Practice of Online Learning The Quality Dilemma in Online Education*. Canada: Athabasca University Press.
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online ! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–77.
- Belawati, T. (2020). *Buku pembelajaran online*. Banten: Universitas Terbuka. Retrieved from Universitas terbuka
- Chandrawati, S. R. (2010). Pemanfaatan E-Learning dalam Pembelajaran. *Jurnal Cakrawala Kependidikan*, 8(2), 172–181.
- Creswell, J. W. (2007). *Research Design*. Lincoln: University of Nebraska.
- Darmalaksana, W., Hambali, R. Y. A., Masrur, A., & Muhlas. (2020). Analisis Pembelajaran Online Masa WFH Pandemic Covid-19 sebagai Tantangan Pemimpin Digital Abad 21. *Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19*, 1(1), 1–12.
- Dermawan, D. (2014). *Pengembangan E-Learning Teori dan Desain*. Bandung: PT. Remaja Rosda Karya.
- Djalante, R., Lassa, J., Setiamarga, D., Sudjatma, A., Indrawan, M., Haryanto, B., ... Warsilah, H. (2020). Progress in Disaster Science. *Progress in Disaster Science*, 6(1), 1–9. <http://doi.org/10.1016/j.pdisas.2020.100091>
- Firmansyah, R., & Saidah, I. (2016). Perancangan Web Based Learning sebagai Media Pembelajaran Berbasis ICT. *Informatika*, 3(September), 176–182.
- Fitriani, Y. (2020). Analisa Pemanfaatan Learning Management System (LMS) Sebagai Media Pembelajaran Online Selama Pandemi Covid-19. *Journal of Information System, Informatics and Computing*, 4(2), 1.

<http://doi.org/10.52362/jisicom.v4i2.312>

Iskandar, A., Sudirman, A., Safitri, M., Sulaiman, K., Ramadhani, R., Wahyuni, D., ... Simarmata, J. (2020). *Aplikasi Pembelajaran Berbasis TIK*. Medan: Yayasan Kita Menulis.

Jamilah, J. (2020). Guru profesional di era new normal: Review peluang dan tantangan dalam pembelajaran daring. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(2), 238.  
<http://doi.org/10.25273/pe.v10i2.7494>

Jetissa, G. ., & Hasan, M. (2021). Efektifitas Pembelajaran Daring Selama Pandemi. In *Pembelajaran Online di tengah Pandemi Covid-19, Tantangan yang Mendewasakan* (p. 13). Yogyakarta: UAD Press.

Kemendikbud. (2020). *Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Pendidikan Dalam Masa Darurat Coronavirus Disease (Covid-19)*. Jakarta: Siaran Pers.

Khatoony, S., & Nezhadmehr, M. (2020). EFL Teachers ' Challenges in the Integration of Technology for Online Classrooms during Coronavirus ( COVID-19 ) Pandemic in Iran. *AJELP*, 8(2), 89–104.

Latif, A. (2020). Tantangan Guru dan Masalah Sosial Di Era Digital. *Jurnal Ilmu Sosial Dan Pendidikan*, 4(3), 613–621. Retrieved from <http://ejournal.mandalanursa.org/index.php/JISIP/index>

Lestyanawati, R., & Widyantoro, A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19 Outbreak. *CLLiENT Journal*, 2(1), 71–82.

Magdalena, I., Hasanah, C., & Unzhilaika, U. (2020). Implementasi Pembelajaran Berbasis Online di SDN Kampung Bambu 1. *PENSA*, 2(3), 420–439. Retrieved from <http://eprints.umsida.ac.id/4055/>

Martoredjo, N. T. (2020). Pandemi Covid-19: Ancaman atau Tentangan bagi Sektor Pendidikan? *Jurnal Pendidikan*, 2(1), 1–15. Retrieved from

<https://core.ac.uk/download/pdf/328807842.pdf>

- Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392–406. <http://doi.org/10.17509/jpp.v20i3.29226>
- Reflianto, & Syamsuar. (2018). Pendidikan dan Tantangan Pembelajaran Berbasis Teknologi Informasi di Era Revolusi Industri 4.0. *Jurnal Ilmiah Teknologi Pendidikan*, 6(2), 1–13.
- Riyana, C. (2020). *Konsep Pembelajaran Online*. Banten: Universitas Terbuka.
- Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in Qualitative Research: The One to One Interview. *IJTR*, 16(6–20).
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sunarsi, D., Wijoyo, H., & Choir, F. Al. (2020). Implementasi Pembelajaran Online Dalam Masa Pandemi Covid 19. In *Penguatan Pendidikan Karakter pada Era Merdeka Belajar* (pp. 411–416). Surabaya: Unesa.
- Susilo, A., Rumende, C. M., Pitoyo, C. W., Santoso, W. D., Yulianti, M., Herikurniawan, ... Yuniastuti, E. (2020). Coronavirus Disease 2019: Review of Current Literatures. *Jurnal Penyakit Dalam Indonesia*, 7(1), 45. <http://doi.org/10.7454/jpdi.v7i1.415>

## APPENDICES

### Appendix 1.

#### TEACHERS' QUESTIONNAIRE

This questionnaire is designed for an investigation into challenges of English teachers in online learning during Covid-19 pandemic.

Please answer the questions

##### BACKGROUND INFORMATION

Name

.....

Gender

.....

Year of Experience

.....

Current Workplace

.....

Educational

Background

.....

1. WHAT CHALLENGES ARE FACED WHEN APPLYING  
ONLINE  
LEARNING?.....

.....

.....

.....

2. WHAT YOUR SOLUTIONS TO SOLVE THE  
CHALLENGES?.....

.....

.....

.....

3. WHAT APPLICATIONS DO YOU USE WHEN APPLYING  
ONLINE  
LEARNING?.....

.....

.....

.....

4. WHAT DIFFICULTIES DO YOU FACE WHEN DOING STUDENT ASSESSMENTS DURING ONLINE LEARNING?.....

.....

.....

.....

5. WHAT YOUR SOLUTION TOWARD CHALLENGES OF STUDENTS' ASSESSMENT?.....

.....

.....

.....

6. WHAT ARE THE IMPRESSIONS AND CONCLUSIONS ABOUT ONLINE LEARNING DURING PANDEMIC?.....

## Appendix 2.

### MOST CHALLENGES FACED WHEN APPLYING ONLINE LEARNING

#### Questionnair

<b>S1</b>	The communication with students takes more time, students find it more difficult to understand written language, so the teacher takes longer to explain the learning material presented during the teaching and learning process. This is due to the lack of focus and concentration of students when participating in online learning.
<b>S2</b>	Lack of student participation during online learning, they tend to prefer playing games so that learning does not run optimally. Their interest and motivation to learn is very different from direct learning in class.
<b>S3</b>	As a teacher, I find it difficult to explain and convey material to students. Maybe students feel unfamiliar with the online learning

	model, thus making them pay less attention to the teacher's explanation.
S4	Many students do not submit assignments because they are constrained by the internet network, do not have smartphones, are lazy, and lack support and motivation from their parents.
S8	The lack of students' ability to operate online learning because they rarely use smartphones, even some of them do not have smartphones, this is due to low family economic factors. So that the delivery of learning is not optimal.
S11	I teach at a school far from the city, here the internet network is not stable and many of my students do not have smartphones. So to do online learning is very difficult. There are only a few students who can participate in online learning.
S15	Online learning is less than optimal because the network is not stable, there are even some students who do not take online learning because they do not have internet quota.

### Interview

S1	I am one of the few teachers at my school who are less proficient in implementing online learning. This learning model requires me to learn more about how to teach with maximum online learning. Previously I rarely applied this learning and in class I often used the old method in teaching and learning activities
S2	It is difficult to provide feedback and answer individual questions due to time constraints. I often answer and explain children's questions briefly and not clearly because I have to answer several questions asked by some students.
S3	Many students have not been able to fully participate in online learning so that the assignment collection cannot be done completely. Students' answers cannot measure with certainty learning outcomes because students can imitate or work with their friends

### MOST SOLUTIONS USED TO SOLVE THE CHALLENGES

#### Questionnaire

S1	Give a thorough explanation at meeting 1 and provide a video tutorial, reminding you at each meeting at the beginning of the meeting. So that students can absorb and understand the lessons that have been taught to the fullest. The explanation in question is a brief and clear explanation.
S2	Improving the quality of the internet network in villages in order to increase online learning.
S3	Motivate students to always follow online learning. Teachers interact via whatsapp messenger or contact directly via telephone.

S5	Delivering material by way of a zoom meeting by displaying interesting media images. So that students do not get bored when doing online learning. Attractive picture media can motivate students in learning and students can focus more on lessons.
S9	Using interesting applications that suit the tastes of students so that students have a sense of fun and feel at home throughout online learning. It can also create effective online learning.
S10	More painstakingly reminding and motivating to want to learn
S11	Make a summary of the material, and share it with students after the completion of online learning activities

### Interview

S1	For the first, given the motivation in the form of a warning that each task has its own value. And affect the semester report cards. The second, the teacher contacts the parents of students whose students are not active to ask for help in supervising children's learning at home.
S2	Teachers should use variations in the learning process by using zoom or Google meet by asking students to turn on the camera so they can clearly know what students are doing in the learning process so that teachers can judge more freely than just giving assignments.
S3	Assessing only essential things, simple skills assessment, for example if students' language lessons only need to read short texts. Involve parents with the aim of paying more attention to their son/daughter's online classes

### Appendix 3.

Pertanyaan Jawaban 20

20 jawaban

Menerima jawaban

Ringkasan Pertanyaan Individual

< 14 dari 20 >

1. TANTANGAN APA YANG DIHADAPI KETIKA ONLINE LEARNING? \*

Masalah komunikasi dengan siswa lebih banyak membutuhkan waktu, siswa lebih sulit memahami bahasa tulis, sehingga guru butuh waktu lebih lama utk menjelaskan

2. APA SOLUSI TERHADAP TANTANGAN TERSEBUT? \*

Guru harus sering mengulang penjelasan, baik tentang pengumuman dr instansi maupun materi ajar

3. APLIKASI APA SAJA YANG DIGUNAKAN KETIKA ONLINE LEARNING? \*

Google classroom, drive, WA, bitly.com

4. INSTRUMEN PENILAIAN APA SAJA YANG DIGUNAKAN KETIKA ONLINE LEARNING? \*

Penilaian sikap, pengetahuan dan ketrampilan yg sederhana

5. KESULITAN APA SAJA YANG DIHADAPI KETIKA MERANCANG INSTRUMEN? \*

Tidak bisa melakukan penilaian yang menyeluruh atau otentik

6. KESULITAN APA SAJA YANG DIHADAPI KETIKA MELAKUKAN PENILAIAN SISWA SELAMA ONLINE LEARNING? \*

6. KESULITAN APA SAJA YANG DIHADAPI KETIKA MELAKUKAN PENILAIAN SISWA SELAMA ONLINE LEARNING? \*

Penilaian bisa saja kurang akurat karena mungkin siswa nyontek persis di media

7. SOLUSI UNTUK MASALAH2 DALAM PENILAIAN? \*

Menilai hal hal yg esensial saja, penilaian ketrampilan yg sederhana, contoh jika pelajaran bahasa siswa cukup membaca teks pendek

8. APA SAJA KESAN DAN KESIMPULAN TENTANG ONLINE LEARNING DIMASA PANDEMI? \*

Guru lebih sulit menyampaikan materi kpd siswa, dan siswa lebih sulit memahami materi ajar